Central Riverside Elementary School

2020-21 Schoolwide Improvement Plan

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Central Riverside Elementary School

2555 GILMORE ST, Jacksonville, FL 32204

http://www.duvalschools.org/centralriverside

Demographics

Principal: Dianah Stewart

Start Date for this Principal: 6/4/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (54%) 2016-17: B (60%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Central Riverside Elementary is a school of excellence with high academic standards provided in a safe, nurturing environment.

Provide the school's vision statement.

We provide an enriched and comprehensive education that meets the needs of all individuals. Our emphasis values education provided in a culture that promotes social-emotional development and critical thinking abilities and encourages academic risk-taking.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Stewart, Dinah	Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Hawthorne, Jeanette	School Counselor	As the counselor my main responsibilities are to provide students with support academically, personal and social as needed. I provide assistance to students hands-on outside of the classroom. My counseling objectives comes from the Team Duval Counseling Objectives and American Counseling Association. Students are identified through early warning indicators and referrals. Student dealings with stress from school social pressure and/or family are given strategies and support to cope. Also, students directed how to plan short and long term goals with success.
Swetnam, Eileen	Instructional Coach	Identifies systematic patterns of student's needs while working with teachers to identify appropriate, evidence based intervention strategies; assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for teachers' implementation.
	Assistant Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

Demographic Information

Principal start date

Thursday 6/4/2020, Dianah Stewart

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

24

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (54%) 2016-17: B (60%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	59	62	64	50	68	0	0	0	0	0	0	0	361
Attendance below 90 percent	11	7	9	14	15	13	0	0	0	0	0	0	0	69
One or more suspensions	3	0	1	3	1	4	0	0	0	0	0	0	0	12
Course failure in ELA	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in Math	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	11	14	23	25	14	12	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide Math assessment	29	41	42	39	6	13	0	0	0	0	0	0	0	170

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	35	24	28	9	11	0	0	0	0	0	0	0	122

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Thursday 6/4/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	63	64	65	49	62	0	0	0	0	0	0	0	365
Attendance below 90 percent	7	8	6	8	9	6	0	0	0	0	0	0	0	44
One or more suspensions	1	4	1	7	4	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	3	9	4	1	1	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	7	21	22	35	25	33	0	0	0	0	0	0	0	143

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	13	18	17	13	0	0	0	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	1	2	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	3	2	1	4	1	0	0	0	0	0	0	0	0	11

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	63	64	65	49	62	0	0	0	0	0	0	0	365
Attendance below 90 percent	7	8	6	8	9	6	0	0	0	0	0	0	0	44
One or more suspensions	1	4	1	7	4	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	3	9	4	1	1	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	7	21	22	35	25	33	0	0	0	0	0	0	0	143

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	13	18	17	13	0	0	0	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	1	2	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	3	2	1	4	1	0	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	50%	57%	63%	49%	55%
ELA Learning Gains	57%	56%	58%	66%	56%	57%
ELA Lowest 25th Percentile	32%	50%	53%	54%	54%	52%
Math Achievement	72%	62%	63%	72%	62%	61%
Math Learning Gains	75%	63%	62%	60%	63%	61%
Math Lowest 25th Percentile	72%	52%	51%	41%	54%	51%
Science Achievement	63%	48%	53%	67%	50%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	51%	-17%	58%	-24%
	2018	49%	50%	-1%	57%	-8%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	63%	52%	11%	58%	5%
	2018	63%	49%	14%	56%	7%
Same Grade Comparison		0%				
Cohort Comparison		14%				
05	2019	55%	50%	5%	56%	-1%
	2018	54%	51%	3%	55%	-1%
Same Grade Comparison		1%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	61%	-4%	62%	-5%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	75%	59%	16%	62%	13%
Same Grade Comparison	-18%					
Cohort Comparison						
04	2019	82%	64%	18%	64%	18%
	2018	76%	60%	16%	62%	14%
Same Grade Comparison	6%					
Cohort Comparison	7%					
05	2019	72%	57%	15%	60%	12%
	2018	67%	61%	6%	61%	6%
Same Grade Comparison	5%					
Cohort Comparison	-4%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	49%	12%	53%	8%
	2018	64%	56%	8%	55%	9%
Same Grade Comparison	-3%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	29	19	32	67	65					
BLK	44	54	38	69	73	67	56				
MUL	64			64							
WHT	85	76		88	90						
FRL	35	42	27	59	67	68	55				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	14	10	35	43						
BLK	50	55	42	70	56	32	65				
HSP	55	50		73	50						
MUL	60	62		73	69						
WHT	79	63		82	63						
FRL	50	52	41	69	58	31	58				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	8			33							
BLK	64	67	53	72	58	48	59				
HSP	18			64							
MUL	69			77							
WHT	72	67		72	65		86				
FRL	45	58	57	61	52	30	56				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data indicates in ELA 9% of SWD performed at proficiency level, 29% made gains and 19% of the identified LPQ Students With Disability made gains. One contributing factor that effected the low percentage was the lack of personnel to support the number of SWD students. As students tested into ESE, the number of support personnel stayed the same. Another contributing factor was the initial assessment level of the SWD students. The average for the SWD students was two grade levels below proficiency. Students made some positive gains but were still below proficiency after the year's instruction. A third contributing factor was lack of consistency in the regular education classroom with phonics instruction. Often SWD students lack the foundational skill in the area of phonics, phonemic awareness, and fluency to perform at proficiency level. Regular education teachers would move forward with the grade level instruction without touching the gap skills. These skills are often mastered by the intermediate grades but SWD students need constant reinforcement and remediation of these skills. Other foundational skills such as comprehension and vocabulary were not reinforced at the need level of the SWD student in the general education classroom after being taught by the ESE teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was SWD proficiency. The percentage of students performing at a level of proficiency in ELA declined by 10% from 19% to 9%. One contributing factor that effected the low percentage was the lack of personnel to support the number of SWD students. As students tested into ESE, the number of support personnel stayed the same. Another contributing factor was the initial assessment level of SWD students. The average for the SWD students was two grade levels below proficiency. Students made some positive gains but were still below proficiency after the year's instruction. A third contributing factor was the lack of consistency in the regular education classroom with phonics instruction. Often SWD students lack the foundational skill in the area of phonics, phonemic awareness, and fluency to perform at proficiency level. Regular education teachers would move forward with the grade level instruction without touching the gap skills. These skills are often mastered by the intermediate grades but SWD students need constant reinforcement and remediation of these skills. Other foundational skills such as comprehension and vocabulary were not reinforced at the need level of the SWD student in the general education classroom after being taught by the ESE teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Lowest Performing Quartile had the greatest gap when compared to the state average in gains in ELA. The school averaged 32% gains and the state averaged 53% gains a difference of 21%. One contributing factor that effected the low percentage was the lack of personnel to support the number of SWD students. As students tested into ESE, the number of support personnel stayed the same. Another contributing factor was the initial assessment level of SWD students. The average for the SWD students was two grade levels below proficiency. Students made some positive gains but were still below proficiency after the year's instruction. A third contributing factor was the lack of consistency in the regular education classroom with phonics instruction. Often SWD students lack the foundational skill in the area of phonics, phonemic awareness, and fluency to perform at proficiency level. Regular education teachers would move forward with the grade level instruction without touching the gap skills. These skills are often mastered by the intermediate grades but SWD students

need constant reinforcement and remediation of these skills. Other foundational skills such as comprehension and vocabulary were not reinforced at the need level of the SWD student in the general education classroom after being taught by the ESE teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

Lowest Performing Quartile had the greatest improvement in math. Central Riverside Elementary School's lowest-performing quartile in math moved from 32% to 72%. This resulted in a gain of 40%. One of the contributing factors to this gain was the employment of a part-time math tutor for the fourth and fifth-grade student population. This tutor worked with students with fidelity throughout the day. During small group instruction, he would provide tier-three instruction. This instruction met the needs of SWD students. He also worked one on one with students and provided extensive remediation to those who required it. Another contributing factor was the general education teachers. These teachers analyzed the data to provide flexible differentiated instruction. This instruction targeted the needs of the students based on how they performed with the grade-level standards and assessments. Remediation was provided to the SWD students as it was needed. General education teachers collaborated with each other across grade levels and with the Math Coach and ESE teacher to develop necessary remediation materials and instructional lesson plans to meet the needs of the SWD students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One potential area of concern was attendance. Absenteeism was a major contributing factor in the lack of proficiency level of the SWD students. The attendance level of some SWD students of the year prior to state assessment was below 90 percent which negatively affected their learning proficiency. The number of SWD students with high absenteeism scored significantly lower than grade level proficiency on statewide assessments. Average scores of SWD students that were absent were a Level I. Another contributing factor or potential area of concern was that often SWD students are already two grade levels below proficiency when entering the general education classroom, This is evident in their performance on statewide assessments,

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD proficiency and SWD gains in ELA
2.. LPQ gains in ELA
3 . Increase proficiency in science.
4. Reduce Absenteeism
5.Maintain SWD math proficiency and gains.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Based on the data, our goal will focus on building a stronger supportive environment. The data indicates a need for improvement in our school climate and culture.
Measurable Outcome:	Central Riverside rated 56% within the Effective Leadership domain on the 5 Essentials, with the area of focus being teacher and principal trust. Our goal is to increase the Teacher and Principal trust percentage by 10% from 43% to 53%.
Person responsible for monitoring outcome:	Dinah Stewart (stewartd1@duvalschools.org)
Evidence-based Strategy:	Strategies to increase Teacher and Principal trust percentage are as follows; Monthly Team Building Activities with faculty and staff. Continue Communicating/Open door policy, to allow and provide opportunities for teachers to express their feelings. Quarterly Pulse check through individual and/or grade level meetings with teachers. Provide opportunities for new challenges and leadership for all teachers. Continue to have a collaborative and committed working environment. Continue to provide a platform for more teacher input when implementing a new school initiative. Provide opportunities for teachers to develop their own leadership goals and guide them in achieving their individual goals.
Rationale for Evidence-based Strategy:	The development of mutual trust, respect, and confidence is imperative for a successful school. The development of trusting and mutually caring relationships can benefit morale, particularly during stressful situations within the school environment. 1. Implementing Monthly Team Building Activities can provide opportunities and/or strategies for decompressing emotions and stress, especially for first-year teachers or teachers new to Central Riverside. 2. Quarterly pulse checks along with individual teachers will afford teachers and principal an opportunity to have a set one-on-one conversation to discuss personal interests, concerns, etc. 3. Tapping into the expertise in the building for professional development opens up new challenges, builds a stronger school culture and climate. 4. Encouraging teachers to develop their own goals and provide time for teachers to discuss and reflect on how they can incorporate professional development opportunities to reach their individual goals.

Action Steps to Implement

Each new teacher is paired with a mentor at the beginning of the school year. This helps teachers to be fully aware of school policies, procedures, and rules within the school.

2 Quarterly pulse checks individually/grade level on teachers' individual needs and being aware of what teachers think and feel. Using the information to provide teachers with the support needed to ensure success.

3. Set up systems to acquire feedback, hear out concerns, and get suggestions for improvement to increase school culture and climate and professional development.

4. Provide opportunities for teachers to collaborate weekly with colleagues to address areas of focus they may have or assist colleagues with the next steps.

5. Provide opportunities for teachers to meet with administration monthly to discuss concerns or provide feedback on improving the culture and climate.

6. Set aside time quarterly to analyze the school culture and climate.

Person Responsible   Dinah Stewart (stewartd1@duvalschools.org)

#2. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	Based on the data, our goal will focus on building a stronger supportive environment to increase school safety for all stakeholders. The data indicates a need for improvement in our school culture and environment and school safety.

Measurable Outcome:	Central Riverside rated 44% within the Supportive Environment domain on the 5 Essentials, with the area of focus being teacher/student Safety. Our goal is to increase Safety percentage by 30% from 19% to 49%.
Person responsible for monitoring outcome:	Dinah Stewart (stewartd1@duvalschools.org)
Evidence-based Strategy:	Strategies to increase School Safety are as follows; Review school safety policy and reinforce school goals Continue Quarterly School Safety Assemblies Quarterly Safety pulse checks with students and teachers (survey) Continue Guidance Lessons Monthly (Child Safety Matters)/Provide support for students in need Student Council member to serve on SAC to be a voice for student body Structured Movement Establish school reporting system and encourage reporting Continue Dolphin Dollars to reinforce good behavior Continue Dolphin Game room and Dolphin Store Continue Weekly Toon Time during lunch
Rationale for Evidence-based Strategy:	Schools must be a places where students feel safe, supported and respected, especially in these challenging times. It is our goal at Central Riverside to ensure all students, faculty and staff member feels safe in their learning environment daily. Intervention and educational strategies are needed in order to promote an inclusive school environments where young people can learn, thrive and become their best selves. All of the strategies listed above will ensure Central Riverside is a place where all voices are heard, appreciated and supported. These strategies also provide an opportunity for dialogue between students, staff and administration. Working together, fostering a close net school community is the best way to deter violence, bullying and to maintain a supportive environment. Utilizing all stakeholders in this process will ensure school safety, student' success and overall school performance.

Action Steps to Implement

At the beginning of the school year, AP/Principal will review with all stakeholders CRES School Safety policy and school goals for the year.
2. The AP will meet with each grade level to review school safety issues, drills, etc. and allow for Q and A.
3. Students will receive a survey 4 times a year to give their perspective on the safety at their school.
4. Guidance Counselor will continue to meet with students twice a month to effectively educate students on bullying, etc.
5. Title 1 funds will be used to purchase an additional paraprofessional to provide in classroom instructional and behavioral support.
6. A member Student Council will serve on SAC to be a voice for the student body.
7. Develop a plan with Foundation Team for structured movement during the school day. This plan will address issues such as hallway movement, restroom, and clinic.

8. Continue the school reporting system and encourage reporting.

9. Continue incentives for students demonstrating good behavior.

Person Responsible Dinah Stewart (stewartd1@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the data Central Riverside will focus on student tasks, assessments, resources and instruction to make certain they are aligned to the standard and grade level appropriate. After reviewing the Standards Walk Through Dashboard it was evident that many classes were inconsistent with developing tasks aligned to standards and assessing student learning during instruction (formal or informal) was not grade level appropriate. This data aligns with the 5 essential survey that reports less than 50% of the students surveyed agreed that they were not challenged with high level instruction or being asked difficult questions during formal or informal assessments.
Measurable Outcome:	All staff will engage in targeted standards-based planning procedures that focuses on task alignment, grade level assessments (formal and informal) and instruction aligned to the development of the learning arc. Using the learning arc teachers will engage in deep analyzing of the standards and develop tasks and assessments at or above grade level which will increase the rigor of instruction as well as improve the percentage of overall student growth.
Person responsible for monitoring outcome:	Dinah Stewart (stewartd1@duvalschools.org)
Evidence-based Strategy:	The Leadership team will provide opportunities for teachers to do a deep analyzing of the standards through the "Learning Arc". This planning will assist teachers in designing grade level appropriate lessons and assessments that are aligned to the standard . The Leadership team will visit teacher's classes weekly using the Standard Walk-Through Tool for the purpose of observing student's tasks, assessments and resources to improve student growth percentage. Leadership will also provide timely feedback on a specific area of focus for the teacher. This feedback will be used to coach teachers and increase their instructional practice/performance.
Rationale for Evidence-based Strategy:	Using the Learning Arc to assist teachers in analyze standards and plan instruction will ensure instruction is rigorous and students' tasks and assessments are aligned to the standard. The SWT allow the Leadership Team an opportunity to observe classrooms with the same mind-set. Focusing on standards and the language of the standard to make certain rigorous, grade level tasks and assessments are integrated in instruction.

Action Steps to Implement

1. Leadership team will create calendars to ensure classroom visits occur weekly. Visits will align with school-wide professional development and/or instructional focus.
2. Collaborative Planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources.
3. Conduct weekly walkthroughs with Coaches to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. Provide feedback and next steps when needed.
4. Facilitate weekly Common Planning utilizing the Learning Arc in all core subject areas with all grade levels. Professional Development will reinforce the Learning Arcs and analyzing students tasks and assessment for rigor.
5. Using Title 1 funds to ensure teachers are provided with needed technology and resources to support students in all grade levels.

Person Responsible	Dinah Stewart (stewartd1@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our School Leadership team will address all remaining schoolwide improvement priorities by:
1. Analyzing data weekly to determine effectiveness of instruction and provide feedback and next steps to increase students' growth.
2. Monitor the implementation of curriculum, interventions and supplementary programs with fidelity using weekly classroom visits, providing timely feedback, and addressing facilitation concerns during weekly PLCs.
3. Using Title 1 funds to ensure additional support for build Foundational skills and enriichment for primary students by utilizing an additional teacher that will be hired to provide this support for students during the school day. Addressing the foundational skills early will increase the probability of all students being successful and prepared for grade level instruction before reaching testing grade level.
4. . Improve parent engagement by offering virtual opportunities to engage with teachers in lieu of face-to-face meetings.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The first step is to identify areas in which the community can support the academic needs of the school. The school will provide surveys for community members and other stakeholders to complete and use the data to enhance the school/ community relationship. The school will include volunteers in the school's annual appreciation events such as "Good Neighbor Day", which is a day to celebrate business partners and community members for their support. Central Riverside will provide programs and activities to strengthen the climate of the school and surrounding community. The very expectations of a school-community relationship can have a positive impact on the broad involvement of community-based organizations, businesses, arts, faith-based institutions, and families.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
2	III.A.	Areas of Focus: Culture & Environment: School Safety	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00